

Behavior Support Plan

For Behavior Interfering with Learning of Student or Peers

Student GINA IEP Date of This Addendum 9/01/01

Behavior impeding learning is: **Gina starts screaming and throwing objects in the classroom and outbursts occur during community based instruction when Gina is asked to get back onto the bus. She frequently will run away.**

It impedes learning because: **Loss of instructional time, safety of self and others, and destruction of property which limits availability of vocational opportunities for Gina**

Team estimate of need for behavior support plan ☒ extreme ☐ serious ☐ moderate ☐ needing attention, early stage intervention

Current Frequency/Intensity/Duration of Behavior 3 times daily

Any current predictors for behavior? **Request to change activity**

IEP Team believes behavior occurs because (team hypothesis-behavior function): **Escape from changing to the less preferred activity**

What team believes student should do instead of the problem behavior (match to hypothesis): **To cooperate in changing activities**

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction): **Being asked to make immediate changes and to complete activities that she does not enjoy**

Behavioral Goals/Objectives related to this plan: **Gina will exhibit work ethics and behaviors essential for success in all areas of life by boarding the bus and transitioning from activity to activity without verbal or physical outbursts 4 out of 5 days by 9/1/02 (Essential Workplace 5-3).**

- 1. Board bus at work site with verbal prompt and support from assistant.**
- 2. Make transitions at school with verbal prompt and support from assistant.**
- 3. Board bus independently upon request.**
- 4. Make transition at school independently.**

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed. ☒ yes ☐ no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary). ☐ yes ☒ no

To achieve this outcome, environmental supports or changes are needed. ☒ yes ☐ no

Are curriculum accommodations necessary? ☐ yes ☐ no ; Is there a curriculum accommodation plan? ☐ yes ☐ no

BSP to be coordinated with other agency's service plans? **NO** Person responsible for contact : _____

Teaching strategies and necessary curriculum or materials for new behavior instruction

Implement and review daily a personal schedule with Gina.

Instruct Gina on appropriate ways to communicate her need to finish a task before moving on to something new.

Instruct Gina in making choices about the structure of her required activities

By whom? **SPED Teacher and Behavior Coach**

How frequent? **Each transition from activity to activity**

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Behavior coach will accompany Gina throughout the transition periods of her school day and to her work site to support behavior changes

Provide advanced warning to transitions

Who establish? **All Teachers**

Who monitor? **Teacher and Behavior Coach**

Reinforcement procedures

Verbal praise, opportunity to earn McDonalds certificates, computer time (preferred reinforcements picked by Gina)

By whom? **Behavior Coach** Frequency? **Continuously and moving to intermittent when demonstrated 75% of the time**

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Cognitive behavior modification, approved physical restraint that personnel have been trained on and parents have knowledge of

Personnel: **Teachers and Behavior Coach**

Communication provisions

Daily/Weekly Reports/Record Keeping

Daily checklists maintained by behavior coach and SPED teacher evaluation of newly learned skills (weekly)

Report to parents on goal attainment every four weeks